DOCUMENT RESUME

ED 252 162 HE 018 036

AUTHOR	Bernotavicz, Freda; Clasby, Miriam
TITLE	Competency Across the Campus: The University Secretary. Summary of a Research Study of Secretarial Competencies.
INSTITUTION	University of Southern Maine, Gorham.
PUB DATE	Jul 84
NOTE	31p.
AVAILABLE FROM	University of Southern Maine, Division of Employee Relations, 37 College Avenue, Gorham, ME 04038 ($12.00).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Cognitive Ability; *Competence; Efficiency; Higher Education; *Individual Development; Institutional Research; *Interpersonal Competence; Job Performance; *Job Skills; Maturity (Individuals); Models; Problem Solving; Productivity; *School Secretaries
IDENTIFIERS	*Noninstructional Staff; *University of Southern Maine

ABSTRACT

The competencies of the university secretary were studied at the University of Southern Maine. In addition to developing position descriptions, competencies that distinguish effective performers were also identified. Based on results of interviews with 24 secretaries, a competency-based model was developed. Fourteen competencies were categorized into four clusters: intellectual, entrepreneurial, interpersonal, and maturational. The data were analyzed in three ways: superior versus average secretaries, basic versus advanced, and academic versus nonacademic. Eight of the competencies distinguished the outstanding secretaries: diagnostic skills, divergent thinking, values quality and efficiency, initiative, influence, interpersonal sensitivity, job commitment, and assertiveness. The advanced secretaries (executive or administrative secretary, office manager, research aide, and administrative assistant) demonstrated the competencies of "values quality and efficiency and job commitment" significantly more often than did the basic secretaries (i.e., clerk typist, secretary, and library clerk). A chart identifying the 14 competencies and their behavioral indicators is included, along with a schemata of the competency-based model. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED252162

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

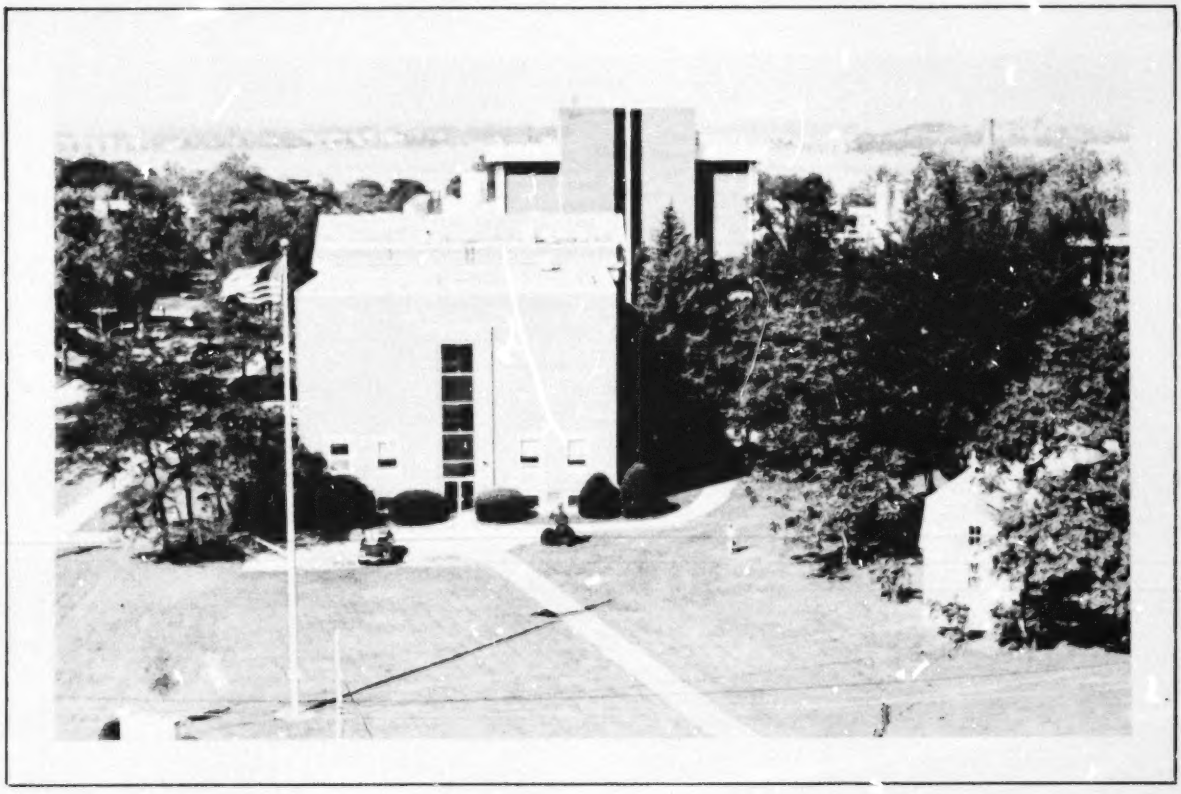
"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Conway of
Southern Maine

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Competency Across the Campus:

The University Secretary



The Division of Employee Relations
University of Southern Maine

HE018036

This study is a result of the collaborative work by some staff and faculty of three units of the University of Southern Maine: The Division of Employee Relations, the Human Services Development Institute of the Center for Research and Advanced Study, and the College of Education.

Copyright © 1984 by The Division of Employee Relations
University of Southern Maine
96 Falmouth Street
Portland, Maine 04103

All Rights Reserved.

Competency Across the Campus:

The University Secretary

SUMMARY OF A RESEARCH STUDY OF
SECRETARIAL COMPETENCIES

Freda Bernotavicz, Principal Author

Miriam Clasby, Contributing Author

Conducted By:

The Division of Employee Relations
and
Human Services Development Institute
Center for Research and Advanced Study
University of Southern Maine

July, 1984

Research Study Team

Freda Bernotavicz, M.S., Study Director
Research Associate
Human Services Development Institute
Center for Research and Advanced Study

Miriam Clasby, Ed.D.
Director, Graduate Education
and Associate Professor
College of Education

Eleanor W. Law
Volunteer Special Assistant to
Executive Director
Division of Employee Relations

Gerard Salvo
Employment Services Specialist
Division of Employee Relations

Beth I. Warren, M.S.W.
Executive Director for Employee Relations
Division of Employee Relations

Study Consultant

Sheila Huff
formerly Senior Associate
McBer and Company
Boston, Massachusetts
currently Senior HRD Specialist
Honeywell Information Systems
Waltham, Massachusetts

Report Production

Kate Oliver
Research Aide
Human Services Development Institute

Anne Bernard
Research Assistant
Human Services Development Institute

ACKNOWLEDGEMENTS

I would like to thank the many individuals who have made this publication possible. Beth I. Warren provided the vision, wisdom, commitment and energy in pursuing the goal of a competency-based human resource management system, without which the study would not have existed. She also gave willingly of her time (thus demonstrating a high degree of job commitment!) in interviewing and in completing many of the tedious data tasks in developing the model. Sheila Huff gave the expertise, insight and enthusiasm to carry out the study. Because of her extremely skillful work in training and technical assistance, particularly the thoroughness of the hypothetical model, the seemingly impossible task of developing the model became feasible. Thanks to Gerard Salvo and Eleanor Law who contributed so much to the model through their effective interviewing. Special thanks to Miriam Clasby who bailed me out at the crucial moment and is responsible for writing the descriptions of the Intellectual and Interpersonal Clusters in Section IV.

All of the study team would like to recognize the individuals who gave so generously of their time to assist us on this study. Thanks to the members of the Division of Employee Relations management team for their input and support. Thanks also to the members of the USM Secretarial Task Force: Virginia Emery, Elizabeth FitzGerald, Robert Hatala, Judith Lyna, Gerard Salvo, David Silvernail, Sharmon Toner, Ellen Trask, Georgietta Varrell, Margaret Way and Barbara Willey for their patience in reviewing and rating the task data.

Special thanks to the secretaries who agreed to be in the study sample by participating in the Behavioral Event Interviews.

To all secretaries toiling in the vineyards at the University of Southern Maine and on other campuses across the country, our acknowledgements and appreciation.

Freda Bernotavicz
Research Study Director

PREFACE

Higher education has many old and new challenges as this society moves further into the information age. It will take more than tradition to reshape, refine, and to further carve out higher education's societal niche. Central to this complex process of making refined missions a reality is the excellence and quality performance of our human resources--the faculty and the staff.

From the viewpoint of the academy as a workplace, the complexity of the organizational structure is striking. The interrelated, independent, yet interdependent nature of roles, functions, and responsibilities forms a multifarious background for the pursuit of knowledge and for students as they traverse the network of resources in the institution.

Upon close examination of the academic workplace, one will find that the secretary is the common thread which weaves throughout the warp and woof of the academy's loosely woven structural fabric. This critical role exists throughout the institution and is at the forefront of the academy's operations. Therefore, it is important to sharpen our understanding not only of the functions, tasks, and minimal skills of the job of secretary, but also to bring clarity to our understanding of the competencies which are significant for effective performance in this job.

Within the framework of a comprehensive array of programs and practices to refine the human resource management in our academic workplace, and as one step in developing a competency base for many of the component parts of this human resource system, the University of Southern Maine's Division of Employee Relations undertook a research study of the competencies of the University secretary.

We proudly share this summary of the findings of this study.

Beth I. Warren, M.S.W.
Executive Director for
Employee Relations

Introduction

There are conflicting views of the role of a secretary in a university. Some see the secretary as the glue who holds the place together; others view the role as simply providing clerical services. To develop some accurate data on secretarial responsibilities and the competencies needed in a university setting, the Division of Employee Relations initiated a research study in 1983.

The first part of the study focused on developing information on the tasks of secretaries and the skills and knowledge needed. Using the technique of Functional Job Analysis and a content-valid approach, position descriptions were developed for basic and advanced secretaries. The findings suggest that there are more similarities than differences between the groups. In addition, both groups have responsibilities in the area of human relations management and office management which are not adequately reflected in the current job descriptions.

The major part of the study was devoted to identifying the competencies which distinguish effective performers. Using a technique of competency identification developed by McClelland, trained and certified members of the study team interviewed a sample of 24 secretaries representing average and superior performers, basic and advanced positions, and academic/non-academic assignments. A competency model based on an analysis of the transcripts from these sessions was developed. This model consists of 14 competencies and their behavioral indicators or ways in which secretaries displayed the competency as evidenced in the interviews (see next page).

SECRETARIAL COMPETENCIES

COMPETENCIES	BEHAVIORAL INDICATORS
INTELLECTUAL	
1. Diagnostic Skill *	Spots target information quickly (scanning) Deduces appropriate avenues of inquiry or sources of information from cues Interprets non-verbal cues Breaks problems down into component parts for analysis Sorts information into categories for analysis Identifies patterns in behavior or situations Sees discrete behavior or situation as indicative of general problem Evaluates situations against a standard or ideal Presses beyond superficial to identify root causes or key elements
2. Divergent Thinking*	Identifies optional way to do things (weighs pros and cons of options) Develops new approaches from reflection on prior experience Interprets discrete events or information in light of context and significance Uses graphic/visual representations to clarify ideas
ENTREPRENEURIAL	
3. Values Quality and Efficiency*	Structures work to increase efficiency (e.g., what to do, in what sequence) Keeps things and environment organized to improve efficiency Spots things that are out of order, below standard, or inappropriate Streamlines procedures Adopts new technologies/equipment etc., to improve efficiency Keeps informed about what's happening Keeps faculty, boss and staff informed about what's happening Clearly communicates standards and expectations to others
4. Initiative *	Initiates activities and actions to solve problems or accomplish goals Initiates improvements (better things to do; better ways to do things) Enjoys having control over scope of job and how it's done
5. Thinking Ahead and Optimizing	Sets priorities on what will be done Thinks through steps to get from A to Z Assesses what is needed (resources, etc.) to get job done Assess potential obstacles and plans for contingencies Keeps "end" in sight & deduces appropriate sequence or organization of material Stays balanced in terms of today's needs vs. future needs
INTERPERSONAL	
6. Use of Multiple Influence Strategies *	Builds alliances to achieve an objective Times influence attempts for maximum impact Switches influence strategies when a strategy is unsuccessful Proposes potential solutions to problems when persuading others Uses information or factual arguments to persuade Uses diplomatic, tactful ways to get point across Uses dramas or "demonstration?" to get point across Conveys willingness and ability to make system work for people
7. Interpersonal Sensitivity *	Recognizes when people are upset and/or need to talk Able to view situations from other people's perceptions (empathy) Takes into account values that differ from their own

* Optimal Competencies

BEST COPY AVAILABLE

COMPETENCIES	BEHAVIORAL INDICATORS
INTERPERSONAL (Cont.)	
8. Helping Orientation	Enjoys working cooperatively with other people (values harmony) Expresses to people faith in their potential & ability to overcome obstacles Derives satisfaction from having helped people learn and grow Selects helping actions that promote independence as opposed to dependence Uses praise & recognition to sustain people & reinforce commitment to org.'s goals Ensures that people have information, training, etc., to function effectively Strives to keep self and supervisees accessible and responsive to students Compensates for others' inadequacies or shortcomings Finds ways to lighten people's burdens Acts as a source of information on department policies, programs, etc. Listens to people; lets them get the essence of their stories out Takes time and is thorough in explaining things to people
MATURATIONAL	
9. Job Commitment*	Enthusiastically pitches in on efforts not in job description Willingly undertakes tedious or menial tasks Goes extra distance; makes personal sacrifices to get the job done Bounces back from disappointments; maintains a positive, optimistic attitude Learns skills and knowledges necessary to do a better job
10. Sense of Responsibility	Assumes responsibility for quality of product & services of department Assumes responsibility for office meeting deadlines & getting work done Assumes responsibility for efficiency of office and cost containment Sees things through to closure; fills in blanks; cleans up ragged edges Keeps tracking on goals/objectives despite obstacles or setbacks (persistence)
11. Concern For Image	Sees self as representative/image-maker of department and university Represents university as humane, non-elitist, public service organization Works to make boss look good
12. Strong Self-Concept	Feels confident of ability to handle job Attuned to own feelings and values Realistic and objective about own strengths and weaknesses Takes responsibility for own errors and mistakes Enjoys having capabilities stretched (challenges) Derives new energy from accomplishments and recognition Comfortable about asking for help
13. Assertiveness *	Confronts problems; deals with them; doesn't "kick them under the rug" Sets limits Tells people when something is not up to standards or role expectations Comfortable making suggestions or giving advice to "superiors"
14. Grace Under Pressure	Polite and patient in dealing with people Stays calm and professional in emotionally charged situations Identifies source of stress and irritation and their impact on people Able to switch gears and handle interruptions without getting rattled Sees the lighter side or humor in situations Able to focus on task amid chaos and noise

* Optimal Competencies

BEST COPY AVAILABLE

Findings

The 14 competencies have been organized into four clusters: (a) Intellectual, (b) Entrepreneurial, (c) Interpersonal, and (d) Maturational in accordance with a schema suggested by Klemp (1982). Six of the competencies were labelled "required" since they were displayed with approximately equal frequency by both the outstanding secretaries and the control group. The remaining eight competencies were labelled "optimal" since they were displayed with higher frequency, at a statistically significant level, by the group of outstanding secretaries. The required competencies underlie acceptable performance; the optimal competencies are both required for acceptable performance and contribute to excellent performance.

1. Comparison of Groups

The data was analyzed in three ways: superior versus average secretaries, basic versus advanced, and academic versus non-academic. The statistical analyses of the findings for each group are included as Appendices A-C.

a. Superior Versus Average Secretaries

Table 1 summarizes the findings of the comparison between the superior and average secretaries in the study. Eight of the competencies (the optimal ones) distinguished the outstanding secretaries in the sample from the control group. These are: **Diagnostic Skills, Divergent Thinking, Values Quality and Efficiency, Initiative, Influence, Interpersonal Sensitivity, Job Commitment, and Assertiveness.** The six remaining competencies (the required ones) were displayed with approximately equal

TABLE 1

COMPARISON OF REQUIRED AND OPTIMAL COMPETENCIES OF SECRETARIES IN THE STUDY

COMPETENCY CLUSTER	COMPETENCIES	
	Required	Optimal
Intellectual		Diagnostic Skills Divergent Thinking
Entrepreneurial	Thinking Ahead and Optimizing	Values Quality and Efficiency Initiative
Interpersonal	Helping Orientation	Influence Interpersonal Sensitivity
Maturational	Sense of Responsibility Concern for Image Strong Self-Concept Grace under Pressure	Job Commitment Assertiveness

frequency by both groups. These are **Thinking Ahead and Optimizing, Helping Orientation, Sense of Responsibility, Concern for Image, Strong Self Concept** and **Grace Under Pressure**. These findings suggest that these required competencies be considered as the minimal competencies needed for effective functioning on the job. In hiring and selection of secretaries, these competencies along with technical skills should be seen as the first, minimal requirements. The optimal competencies can be used to screen for superior performance.

b. Basic Versus Advanced

USM's Division of Employee Relations has collapsed the seven classifications of secretaries into two groups: Basic (comprised of clerk-typist, secretary, and library clerk) and Advanced (comprised of executive/administrative secretary, office manager, research aide, and administrative assistant). Table 2 shows the comparison between the competencies of basic and advanced secretaries in this study. Two competencies (**Values Quality and Efficiency**, and **Job Commitment**) were demonstrated significantly more by the advanced group. On the other hand, one competency (**Initiative**) was shown significantly more by the basic group. The other 11 competencies were shown about equally by both groups.

These findings support the findings of the task analysis that there are more similarities than differences between the current groupings of secretaries. The fact that basic-level secretaries demonstrated significantly more **Initiative** than their advanced-level counterparts is extremely interesting since this was also a competency which distinguished superior from average performers. It may be that basic level secretaries

TABLE 2

COMPARISON OF COMPETENCIES
OF BASIC AND ADVANCED SECRETARIES
IN THE STUDY

COMPETENCY CLUSTER	COMPETENCIES	
	Basic	Advanced
Intellectual	Diagnostic Skills Divergent Thinking	
Entrepreneurial	Initiative Thinking Ahead and Optimizing	Values Quality and Efficiency
Interpersonal	Influence Interpersonal Sensitivity Helping Orientation	
Maturational	Sense of Responsibility Concern for Image Strong Self-Concept Assertiveness Grace under Pressure	Job Commitment

are operating in more autonomous environments where they are called upon more frequently to take initiative.

c. Academic Versus Non-Academic

Table 3 shows the comparison between the academic and non-academic secretaries in this study. Two competencies (**Job Commitment and Assertiveness**) were shown to a significantly higher degree by academic secretaries. One competency (**Concern for Image**) was shown to a significantly higher degree by non-academic secretaries. The other 11 competencies were shown about equally by both groups. Thus, overall, like the basic versus advanced groups, these findings suggest more commonalities than differences between the groups.

2. Analysis of Data by Functions

More detailed analysis of the data yielded some very striking discriminations between the three groups which were not apparent in the overall analysis. Secretarial positions at the university vary greatly in terms of the responsibilities or function. For example, a secretary in one department may be responsible primarily for answering the phone, dealing with visitors and have limited typing duties. In another office, she may spend 90 percent of her time typing. To examine the competencies required for these different functional areas, every behavioral example in the transcripts was coded by function as well as by competency. These functional areas are:

- Information Processing and Production
- Information Storage and Retrieval
- Communicating with Callers and Visitors

TABLE 3

COMPARISON OF COMPETENCIES
OF ACADEMIC AND NON-ACADEMIC SECRETARIES
IN THE STUDY

COMPETENCY CLUSTER	COMPETENCIES	
	Academic	Non-academic
Intellectual	Diagnostic Skills	
	Divergent Thinking	
Entrepreneurial	Values Quality and Efficiency	
	Initiative	
	Thinking Ahead and Optimizing	
Interpersonal	Influence	
	Interpersonal Sensitivity	
	Helping Orientation	
Maturational	Job Commitment	
	Sense of Responsibility	
		Concern for Image
	Strong Self-Concept	
	Assertiveness	
	Grace under Pressure	

- Meetings and Special Functions
- Compiling Data
- Office Management
- Human Relations Management

To allow judgements to be made about the comparative importance of competencies within functions, mean ratios were developed. Because of the smallness of the sample, valid analysis was possible in only four of the functional areas where striking differences in the profiles of the groups of secretaries were shown.

Tables 4-6 show the breakdown by function of superior versus average secretaries, basic versus advanced, and academic versus non-academic.

The findings raise several interesting questions. First, it is clearly important to look more carefully at the functions of individual positions since different functions require a different mix of competencies. Second, a closer look needs to be made at the content and context of the job duties of secretaries in the various functions. What is it about the job which requires such strikingly different competencies? To explore this further an observational study needs to be conducted. Third, the difference between academic and non-academic secretaries needs to be examined more carefully.

Summary

- The job of secretary in a university setting has dimensions not reflected in the current job descriptions. In addition to the traditional secretarial support tasks, she has responsibilities in the areas of human relations management, such as maintaining harmonious relationships with staff, faculty, students and visitors. She plays a vital role in communicating information about programs, policies, resources and procedures. Secretaries as a group form an informal communications network across campus. In addition, they have an important public relations role in communicating a positive image of the university to students, visitors and the public.

TABLE 4

PROFILE OF COMPETENCIES BY FUNCTION

AVERAGE VS. SUPERIOR

	COMPETENCIES	FUNCTIONS							
		INFORMATION PROCESSING AND PRODUCTION		COMMUNICATING WITH CALLERS AND VISITORS		OFFICE MANAGEMENT		HUMAN RELATIONS MANAGEMENT	
		AVERAGE	SUPERIOR	AVERAGE	SUPERIOR	AVERAGE	SUPERIOR	AVERAGE	SUPERIOR
INTELLECTUAL	1. Diagnostic Skills		o		o*				o*
	2. Divergent Thinking		o*						
ENTREPRENEURIAL	3. Values Quality and Efficiency		o*						
	4. Initiative		o				o*		
	5. Thinking Ahead and Optimizing		o						
INTERPERSONAL	6. Influence						o*		
	7. Interpersonal Sensitivity				o*			o	o
	8. Helping Orientation			o	o				o
MATURATIONAL	9. Job Commitment		o*						
	10. Sense of Responsibility		o				●*		
	11. Concern for Image		o*						
	12. Strong Self-Concept	o	●		o*		o*		o*
	13. Assertiveness						o*		●
	14. Grace under Pressure				o				

* = differentiates superior from average performers in this function.
o = competencies needed for the function.
● = extremely important competencies in this function.

BEST COPY AVAILABLE

TABLE 5
PROFILE OF COMPETENCIES BY FUNCTION
BASIC VS. ADVANCED

	COMPETENCIES	FUNCTIONS							
		INFORMATION PROCESSING AND PRODUCTION		COMMUNICATING WITH CALLERS AND VISITORS		OFFICE MANAGEMENT		HUMAN RELATIONS MANAGEMENT	
		BASIC	ADVANCED	BASIC	ADVANCED	BASIC	ADVANCED	BASIC	ADVANCED
INTELLECTUAL	1. Diagnostic Skills	o		●*				o*	
	2. Divergent Thinking		o	o					
ENTREPRENEURIAL	3. Values Quality and Efficiency		o						
	4. Initiative			o			o*		
	5. Thinking Ahead and Optimizing								
INTERPERSONAL	6. Influence			o*			o		
	7. Interpersonal Sensitivity	o*		●*	o			o	o
	8. Helping Orientation			o	o				o*
MATURATIONAL	9. Job Commitment	o	o						
	10. Sense of Responsibility	o	o			●	●*		
	11. Concern for Image		o*						
	12. Strong Self-Concept	●	o	o			o*	o	o
	13. Assertiveness					o	o*	●*	o
	14. Grace under Pressure			o					

* = differentiates basic from advanced performers in this function.
o = competencies needed for the function.
● = extremely important competencies in this function.

BEST COPY AVAILABLE

TABLE 6

PROFILE OF COMPETENCIES BY FUNCTION

ACADEMIC VS. NON-ACADEMIC

	COMPETENCIES	FUNCTIONS							
		INFORMATION PROCESSING AND PRODUCTION		COMMUNICATING WITH CALLERS AND VISITORS		OFFICE MANAGEMENT		HUMAN RELATIONS MANAGEMENT	
		ACADEMIC	NON-ACADEMIC	ACADEMIC	NON-ACADEMIC	ACADEMIC	NON-ACADEMIC	ACADEMIC	NON-ACADEMIC
INTELLECTUAL	1. Diagnostic Skills		o*		●*	o*		o	
	2. Divergent Thinking		o*		o*				
ENTREPRENEURIAL	3. Values Quality and Efficiency		o*						
	4. Initiative		o*			o*			
	5. Thinking Ahead and Optimizing		o*			o*			
INTERPERSONAL	6. Influence				o*	o			
	7. Interpersonal Sensitivity				●*			o	
	8. Helping Orientation			o	o			o	
MATURATIONAL	9. Job Commitment	o	o						
	10. Sense of Responsibility		o*			●*	o		
	11. Concern for Image		o*		o*				
	12. Strong Self-Concept	o	●*		●*	o*		o	
	13. Assertiveness					o*		●*	
	14. Grace under Pressure				o*			o	

* = differentiates academic from non-academic performers in this function.
o = competencies needed for this function.
● = extremely important competencies in this function.

BEST COPY AVAILABLE

- The competencies in the model for secretaries have many similarities with those identified for managers in studies using the same technique. Since these competencies are the personal characteristics which underlie effective performance, it can be concluded that the effective secretary needs many of the same competencies as the effective manager.

- The secretaries in this study demonstrated a high degree of job commitment and loyalty toward the University. In addition, their responsibilities and competencies are vital contributing factors to the management of the University. This raises the question of how should an institution (1) creatively ascribe this vital role and (2) creatively interrelate with this important human resource group so as to further enhance an institution's operational functioning?

- The competencies suggest parallels with recent research on gender-related self-perception and reflect a concern for others, a sense of connectedness, not evidenced in other competency identification studies. To what extent is this due to the fact that the sample consisted entirely of women?

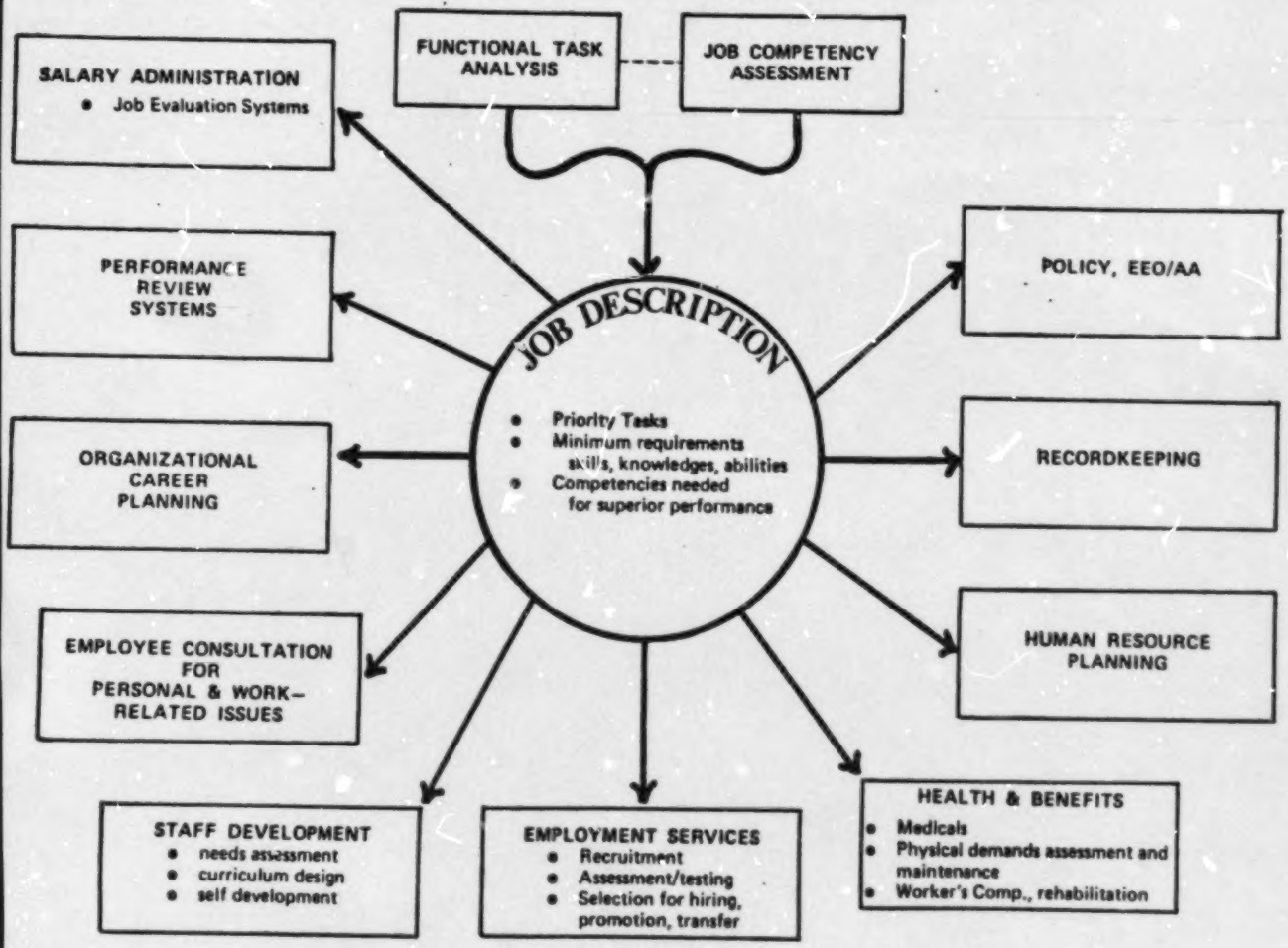
Some applications

The identification of the skills, knowledge and competencies required to perform jobs is an essential component of a comprehensive human resource management and development system. Indeed, the definition of work and the subsequent appropriate placement of people in jobs is the core of an interactive competency-based human resource management system (see Figure 1). The findings of this study have several direct applications to human resource management at USM:

- job and position descriptions
- hiring and selection
- staff development and training
- career planning
- performance appraisal
- organizational development

Figure 1

USM INTERACTIVE COMPETENCY–BASED HUMAN RESOURCE MANAGEMENT SYSTEMS MODEL



EPILOGUE

The university secretary is more than "the person responsible for correspondence and records" as defined in many dictionaries and by society. The intrinsic and extrinsic nature of the academic workplace make it necessary for an effective secretary to have an array of competencies and technical skills. Now, the challenge is to recognize these competencies rather than cling to them as vague suppositions and hunches.

APPENDICES

STATISTICAL ANALYSIS OF THE COMPETENCIES OF THE SECRETARIES IN THE STUDY

(AVERAGE VS. SUPERIOR PERFORMERS)

	COMPETENCIES	MEAN COMPETENCY SCORES		Probability
		Average Performers (n=9)	Superior Performers (n=15)	
INTELLECTUAL	1. Diagnostic Skills	5.89	10.07	0.00 *
INTELLECTUAL	2. Divergent Thinking	0.89	3.00	0.02 **
ENTREPRENEURIAL	3. Values Quality and Efficiency	2.22	4.67	0.03 **
ENTREPRENEURIAL	4. Initiative	2.00	2.60	0.04 **
ENTREPRENEURIAL	5. Thinking Ahead and Optimizing	2.33	4.00	0.13
INTERPERSONAL	6. Influence	1.22	4.60	0.02 **
INTERPERSONAL	7. Interpersonal Sensitivity	1.67	4.40	0.00 *
INTERPERSONAL	8. Helping Orientation	3.89	9.13	0.16
MATURATIONAL	9. Job Commitment	2.11	3.87	0.02 **
MATURATIONAL	10. Sense of Responsibility	3.00	3.73	1.00
MATURATIONAL	11. Concern for Image	0.67	1.80	0.44
MATURATIONAL	12. Strong Self-Concept	7.11	11.67	0.13
MATURATIONAL	13. Assertiveness	2.00	5.53	0.00 *
MATURATIONAL	14. Grace under Pressure	2.67	4.13	0.29

* $p \leq 0.01$
** $p \leq 0.05$

STATISTICAL ANALYSIS OF THE COMPETENCIES OF THE SECRETARIES IN THE STUDY

(ADVANCED VS. BASIC PERFORMERS)

	COMPETENCIES	MEAN COMPETENCY SCORES		Probability
		Advanced Performers (n=16)	Basic Performers (n=8)	
INTELLECTUAL	1. Diagnostic Skills	7.50	10.50	0.09
	2. Divergent Thinking	2.44	1.75	0.63
ENTREPRENEURIAL	3. Values Quality and Efficiency	4.06	3.12	0.05 **
	4. Initiative	2.19	2.75	0.01 *
	5. Thinking Ahead and Optimizing	3.69	2.75	0.60
INTERPERSONAL	6. Influence	3.69	2.63	0.83
	7. Interpersonal Sensitivity	3.25	3.63	0.37
	8. Helping Orientation	8.31	4.88	0.71
MATURATIONAL	9. Job Commitment	3.75	2.13	0.05 **
	10. Sense of Responsibility	3.75	2.88	0.57
	11. Concern for Image	1.63	0.87	0.65
	12. Strong Self-Concept	9.63	10.63	0.61
	13. Assertiveness	3.94	4.75	0.14
	14. Grace under Pressure	3.38	4.00	1.00

* $p \leq 0.01$
** $p \leq 0.05$

STATISTICAL ANALYSIS OF THE COMPETENCIES OF THE SECRETARIES IN THE STUDY

(ACADEMIC VS. NON–ACADEMIC PERFORMERS)

	COMPETENCIES	MEAN COMPETENCY SCORES: Academic Performers (n=14)	MEAN COMPETENCY SCORES: Non-Academic Performers (n=10)	Probability
INTELLECTUAL	1. Diagnostic Skills	8.6	8.4	0.37
INTELLECTUAL	2. Divergent Thinking	2.1	2.4	0.72
ENTREPRENEURIAL	3. Values Quality and Efficiency	3.7	3.8	0.28
ENTREPRENEURIAL	4. Initiative	2.5	2.2	0.11
ENTREPRENEURIAL	5. Thinking Ahead and Optimizing	3.6	3.4	0.96
INTERPERSONAL	6. Influence	4.3	2.0	0.09
INTERPERSONAL	7. Interpersonal Sensitivity	3.2	3.6	0.82
INTERPERSONAL	8. Helping Orientation	8.6	5.1	0.48
MATURATIONAL	9. Job Commitment	3.9	2.2	0.00 *
MATURATIONAL	10. Sense of Responsibility	3.6	3.3	0.34
MATURATIONAL	11. Concern for Image	0.8	2.2	0.01 *
MATURATIONAL	12. Strong Self-Concept	9.8	10.2	0.24
MATURATIONAL	13. Assertiveness	5.6	2.2	0.00 *
MATURATIONAL	14. Grace under Pressure	3.4	3.8	0.68

* $p \leq 0.01$
** $p \leq 0.05$

University of Southern Maine
A Unit of the University of Maine